# Summary of English language lessons

## Condition

You can take my car providing that you don't damage it.

(Main clause) (Subordinate clause)

The meaning:

I will lend you my car on condition that you don't damage it.

$$\text{Verb in Future} + \begin{cases} \textit{providing that} \\ \textit{provided that} \\ \textit{as long as} \\ \textit{so long as} \\ \textit{but only if} \\ \textit{only if} \end{cases} + \text{verb in present simple}$$

## Wishes

Present wish: (wish, past simple)

Example: I wish I spoke Italian. (I don't speak Italian.)

Present wish expresses an imaginary situation impossible to happen.

If only = wish

Past wish: (wish, past perfect)

Example: I wish I hadn't eaten so much. (I ate a lot.)

Past wish expresses a regret about a situation happened in the past.

Future wish: (wish, would + stem (a verb without "to"))

Example: I wish I would stop smoking.

Can = could

(You are smoking at the moment and it is annoying me.)

Future wish expresses impatience, annoyance or dissatisfaction with a present action.

$$\text{Wish} = \begin{cases} \textit{If only} \\ \textit{It's time} \\ \textit{It's hightime} \\ \textit{It's about time} \end{cases} + \text{verb in past simple}$$

## Had better

Had better is used to express advice

Had better = should = ought to

Had better + stem (a verb without "to")

Example: you had better work hard to pass your final exam.

Negative form:

Had better not +stem (a verb without "to").

Example: you look tired, you had better not go to school today.

## Result

Expressing results we use:

$$\begin{cases} \textit{so} + \textit{adj} + \textit{that} \\ \textit{such} + \textit{a noun phrase} + \textit{that} \end{cases}$$

- Subject + verb + so + adjective + that + the rest of the sentence.
  Example: copies of brand are so cheap that some consumers don't hesitate to buy them.
- Subject + verb + such + a noun phrase + that + the rest of the sentence.
  Example: It was such a good film that I watched it twice.

We can express results using other link word:

$$\begin{cases} \textit{as a result} \\ \textit{Consequently} \\ \textit{as a consequence} \\ \textit{so} \\ \textit{thus} \\ \textit{therefore} \end{cases}$$

## Cause

Expressing causes: we use:

- $\text{Sentence} + \begin{cases} \textit{because} \\ \textit{since} \\ \textit{as} \end{cases} + \text{subject} + \text{verb} \ldots$

  Example: - He succeeded in his exam because he had worked hard.

  - The audience cheered as it was a good play.
- $\text{Sentence} + \begin{cases} \textit{because of} \\ \textit{due to} \\ \textit{for} \\ \textit{owing to} \end{cases} + \text{noun phrase}.$

  Example: - She succeeded in his exam because of her work hard.

  - I had to ask for help because of the difficult of the question.

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## Modals

These modals express:

- *Must* ⟼ Strong obligation
- *Mustn't* ⟼ Prohibition "forbidden"
- *Have to* ⟼ Necessity
- { *don't have to* / *needn't* / *don't need to* } ⟼ Lack (absence) of obligation
- { *Had better* / *should* / *ought to* } ⟼ Advice
- { *could* / *might* } ⟼ Remote possibility (15%)
- { *may* / *can* } ⟼ Possibility (50%)
- { *It's probably that* / *It will probably* } ⟼ Probability (80%)
- *will certainly* ⟼ Certainty (100%)

## The "ing" form:

- As a past of verb called participle.

Examples: I'm waiting, I'm playing.

- As a noun or gerund.

Example: The eating of GMF's might harmful.

- As an adjective.

Example: This book is more interesting than that one.

## Stative (state) & action verb

A state verb: is a verb which describes a states (has not a well defined beginning & the end)

Examples: like, agree, believe, dislike, deserve, love, enjoy, prefer, hate, dread, and mind.

- A state verb is usually use in the present form
- A state verb can't be progressive (Continuous form ("ing" form)).

An action verb: is a verb which describes an action or an event (has a specific beginning & the end).

Examples: go, stop, come, start, achieve, write, win, Describe, Search, and Replace.

- An action verb can be used in simple and continuous form ("ing" form) (progressive)

## Prefix & suffix

Prefix: it comes before the word and changes its meaning.

- Opposites

| | | | |
|---|---|---|---|
| Agree | ⟼ disagree | Moral | ⟼ immoral |
| Legal | ⟼ illegal | Fair | ⟼ unfair |
| Direct | ⟼ indirect | Responsible | ⟼ irresponsible |

Suffix: it comes after the word and changes its form to an adjective, an adverb, a noun, a verb.

Example:

- The suffix "ty" is added to an adjective to form a noun.

Stupid ⟼ Stupidity

- The suffix "y" is added to a noun to form an adjective.

Spice ⟼ Spicy

## Conditionals

We have four types of conditionals:

Type zero: $T_0$

If + Verb in present simple, Verb in present simple.

Eg: If you heat water, it boils.

- $T_0$ is used to describe a general or scientific truth.

Type one: $T_1$

If + Verb in present simple, verb in future (will + stem)

Eg: If she works hard, she will go to university.

- The situation in $T_1$ is possible to happen.

Type two: $T_2$

If + Verb in past simple, would + stem

Eg: If I were you, I would buy a car.

- The situation in $T_2$ is impossible to happen (an imaginary situation).

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**Type three:** $T_3$

If + Verb in past perfect, would have + past participle

Eg: If I had read the question well, I would have taken the best mark.

- The situation in $T_3$ is a regret about an event that had happened in the past

## Quantifiers

- $\begin{cases} many \\ few \end{cases}$ for countable nouns.
- $\begin{cases} much \\ little \end{cases}$ for uncountable nouns.
- $\begin{cases} a\ lot\ of \\ some \end{cases}$ for countable & uncountable nouns(both).

$\begin{cases} sufficient \\ appropriate \end{cases} = enough$ (It's the right quantity).

$insufficient = not\ enouth$ (It isn't the right quantity).

**The excessive and the insufficient of something:**

An excessive amount: $\begin{cases} too\ much \longmapsto uncountable\ nouns \\ too\ many \longmapsto countable\ nouns \end{cases}$

An insufficient amount: $\begin{cases} too\ little \longmapsto uncountable\ nouns \\ too\ few \longmapsto countable\ nouns \end{cases}$

## Used for & Used to

$\begin{cases} used\ to \\ used\ for \end{cases}$ are verbs used to describe purpose and function of objects

- Used to + stem (a verb without "to")
  Eg: It's used to cut wood.
- Used for + verb+ing (gerund)
  Eg: It's used for cutting wood.

## How …?

How: is a word question used for ask about dimension and size of objects.

- How tall…? ⟼ Height
- How long…? ⟼ Height
- How high…? ⟼ Height
- How far…? ⟼ Distance
- How fast…? ⟼ Speed
- How deep…? ⟼ Depth
- How wide…? ⟼ Width
- How much…? ⟼ Weight

## Content & structure (function) words

Sentences contain two kind of word:

**Content words:** are necessary and contain the meaning.

- Main verb (play, go, work…).
- Nouns.
- Adjectives (serious, nice…).
- Adverbs (carefully, quickly…).
- Demonstratives pronouns (this, that…).
- Negative auxiliaries (wasn't, couldn't…).
- Yes, No (auxiliary) questions.
- Wh questions.

**Structure (function) words:** they make the sentences correct grammatically.

- Pronouns (I, he, they…).
- Prepositions (on, the, at, to, under…).
- Articles (a, an, the).
- Conjunctions (but, and, because…).
- Auxiliary verbs (is, are, do, have, can…).

Note: $\begin{cases} \text{Content words are stressed.} \\ \text{Structure words are not stressed.} \end{cases}$

## Comparatives & superlatives

**Comparatives**

We must have two elements to compare.

- Superiority

Short adjectives: adjectives of one syllable

Adj + er + than (Eg: she is taller than me.)

Long adjectives: adjectives of two or more syllables

More + adj + than (Eg: meat is more expensive than chicken.)

- Equality

As + adj + as (she is as intelligent as her brother.)

- Inferiority:

Less + adj + than (he is less intelligent than me.)

Not as + adj + as (our garden is not as large as yours).

Not so + adj + as

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## Superlatives:

We compare one element to a group or a whole.

- Superiority:

Short adjectives: adjectives of one syllable

The + Adj + est. (Eg: Uranus is the biggest planet in the solar system.)

Long adjectives: adjectives of two or more syllables

The most + adj. (Eg: English is the most important language in the world.)

- Inferiority:

The least + adj. (Eg: the cat is the least dangerous animal.)

| Adjectives | | Comparatives | | Superlatives |
|---|---|---|---|---|
| Well/good | ⟼ | Better | ⟼ | The best |
| Bad | ⟼ | Worse | ⟼ | The worst |
| Far | ⟼ | Farther | ⟼ | The farthest |
| Many | ⟼ | More | ⟼ | The most |
| Much | ⟼ | More | ⟼ | The most |
| Little | ⟼ | Less | ⟼ | The least |

## Similarity & difference

### Expressing Similarity:

We use these expressions: like, the same as, such as, both, similar to, too.

Examples:

- She is intelligent like her brother.
- Both she and her brother are intelligent.
- She is intelligent the same as (such as) her brother.
- She is similar to her brother, they are intelligent.
- She is intelligent, her brother too.

### Expressing difference:

We use these expressions: unlike, whereas, while, but, different from, in contrast to.

Examples:

- Unlike Algeria, U.S.A is a developed country.
- Algeria is different from U.S.A.
- U.S.A is a developed country but (while, whereas) Algeria is not.
- U.S.A is a developed country in contrast to Algeria.

## Unless

Unless: expresses warning.

Unless = If … not

- Unless + an affirmative verb

Unless + verb present, Future (will + stem).

(Will not = won't)

Example: Unless you revise your lessons, you won't pass your exam.

The real meaning: If you don't revise your lessons, you won't pass your exam.

## Articles

### Indefinite articles:

a: is used before consonants (sound).

an: is used before vowels (sound).

- We use it before countable nouns that are unknown:

  Eg: a table, a car, a house.

- We use it before names of profession (jobs).

  Eg: a doctor, a painter.

- We use it before measurement.

  Eg: a liter, an hour.

### Definite articles: (the)

- We use it before adjectives to specify the category of people.

  Eg: the homeless, the poor, the jobless, the rich.

- We use it before an object that is the only one.

  Eg: the moon, the earth, the pyramids.

- When we talk about institutions.

  Eg: the radio, the bank, the television.

- When we refer to a class of animals.

  Eg: the tiger is a dangerous animal.

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Zero articles: (∅) no article is used.

- Before uncountable nouns. (money, oil …)
- Before abstract nouns. (Peace, happiness…)
- Before names of people & places.
- Before plural nouns.

## Purpose (goal)

Expressing purpose:

We can express purpose using a number of conjunctional phrases: to, so as to, in order to, so that, in order that.

- Subject + verb + $\left\{\begin{array}{c} to \\ so\ as\ to \\ in\ order\ to \end{array}\right.$ + stem.

Examples:

- John went to the station to meet his parents.
- I study in order to succeed.

There are also negative forms:

- Subject + verb + $\left\{\begin{array}{c} not\ to \\ so\ as\ not\ to \\ in\ order\ not\ to \end{array}\right.$ + stem.

Examples:

The soldiers moved at night, so as not to alarm the villagers.

- $\left\{\begin{array}{c} so\ that \\ in\ order\ that \end{array}\right.$ + Subject + verb (model).

Example:

I leave the window open so that the cat can get out.

Note:

- The Present purpose: we use these models

$\left\{\begin{array}{c} so\ that \\ in\ order\ that \end{array}\right.$ + Subject + $\left\{\begin{array}{l} will \\ can \\ may \end{array}\right.$ + stem.

- The past purpose:

$\left\{\begin{array}{c} so\ that \\ in\ order\ that \end{array}\right.$ + Subject + $\left\{\begin{array}{l} would \\ could \\ might \end{array}\right.$ + stem.

Example:

We took an umbrella so that we wouldn't get wet.

## Concession

Expressing concession:

We can express concession using a number of conjunctional phrases: although, even though, though, despite, in spite of.

- $\left\{\begin{array}{c} although \\ even\ though \\ though \end{array}\right.$ + Subject + verb …

Examples: Although it rained a lot, we enjoyed our holiday.

- $\left\{\begin{array}{c} in\ spite\ of \\ despite \end{array}\right.$ + A Noun phrase or a Gerund.

Examples:

- In spite of being ill, she went to school.
- Despite her illness, she went to school.

Note:

$\left\{\begin{array}{c} despite\ the\ fact\ that \\ in\ spite\ of\ the\ fact\ that \end{array}\right.$ + Subject + verb…

Examples: we enjoyed our holiday despite the fact that it rained a lot.

## Formation of plural

- The plural of the most nouns is formed by ending "s"

| | | |
|---|---|---|
| Boy | ⟼ | Boys |
| Girl | ⟼ | Girls |
| Book | ⟼ | books |

- Nouns ending in "s, ch, sh, x, z" we add "es"

| | | |
|---|---|---|
| Brush | ⟼ | brushes |
| Kiss | ⟼ | kisses |
| Match | ⟼ | matches |

- Most nouns ending in "o" also form their plural by adding "es" to the singular.

| | | |
|---|---|---|
| Hero | ⟼ | heroes |
| Potato | ⟼ | potatoes |
| Volcano | ⟼ | volcanoes |

- Note that a few nouns ending in "o" merely add "s".

| | | |
|---|---|---|
| Dynamo | ⟼ | dynamos |
| Piano | ⟼ | pianos |
| Photo | ⟼ | photos |
| Logo | ⟼ | logos |
| Kilo | ⟼ | kilos |

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- Nouns ending in a consonant "y":
  - Before "y" a consonant, we change "y" into "ies"

| | | |
|---|---|---|
| Lady | $\mapsto$ | ladies |
| City | $\mapsto$ | cities |

  - Before "y" a vowel, we add "s"

| | | |
|---|---|---|
| boy | $\mapsto$ | boys |

- Nouns ending in "f" or "fe", we form their plural by changing "f" or "fe" into "ves".

| | | |
|---|---|---|
| Wife | $\mapsto$ | wives |
| Leaf | $\mapsto$ | leaves |
| Half | $\mapsto$ | halves |

<u>Except some nouns like:</u>

| | | |
|---|---|---|
| Chief | $\mapsto$ | Chiefs |
| Gulf | $\mapsto$ | Gulfs |
| Safe | $\mapsto$ | Safes |
| Proof | $\mapsto$ | Proofs |

<u>Invariable nouns ending in "s" or "es":</u>

News, Series, species, Billiards, Dominoes

<u>Some nouns form their plural by mutation:</u>

| | | |
|---|---|---|
| Foot | $\mapsto$ | feet |
| Tooth | $\mapsto$ | teeth |
| Goose | $\mapsto$ | geese |
| Man | $\mapsto$ | men |
| Ox | $\mapsto$ | oxen |
| Child | $\mapsto$ | children |

## Silent letter

A silent letter is a letter which is written and not pronounced.

| | | |
|---|---|---|
| - k before n at the beginning. | $\mapsto$ | Knife |
| - p before s at the beginning. | $\mapsto$ | Psychology |
| - b before t at the end. | $\mapsto$ | Dept |
| - b after m at the end. | $\mapsto$ | Lamb |
| - l before d | $\mapsto$ | Should |
| - l before f | $\mapsto$ | Half |
| - l before k | $\mapsto$ | Walk |
| - s before l | $\mapsto$ | Island |
| - w before r at the beginning | $\mapsto$ | Write |
| - t in the middle of some words | $\mapsto$ | Castle |
| - d in the middle of some words | $\mapsto$ | Wednesday |
| - g before n at the end | $\mapsto$ | Foreign |
| - n after m at the end | $\mapsto$ | Autumn |
| - h at the beginning | $\mapsto$ | Honest |
| - gh | $\mapsto$ | High |
| - r before consonant | $\mapsto$ | Bird |
| - h before the sounds $\|k;d;t\|$ | $\mapsto$ | Ask him |

## Word formation

We can form verbs by adding the suffix "en" to some adjectives.

- Wide + en $\mapsto$ widen.
- Bright + en $\mapsto$ brighten.
- Short + en $\mapsto$ shorten.

The prefix "self" is added to some adjectives

Self refer to:
- ***myself***
- ***yourself***
- ***himself***
- ***herself***
- ***ourselves***
- ***yourselves***
- ***themselves***

<u>Example:</u> He is a self-educated person.

He is educated himself.

## Expressing like & dislike:

- *enjoy* / *dislike* / *don't mind* / *avoid* + Gerund (verb + "ing").
- *like* / *love* / *hate* / *can't stand* / *prefere* + Gerund or to + stem (infinitive).
- It is better + to + stem.
- Would rather + stem (a verb without "to").

## Each other & one another

Compound pronoun, they express reciprocity.

<u>Each other:</u> is used to refer to two persons only.

<u>Eg:</u> Women kiss each other.

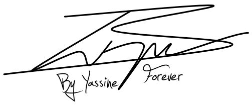
<u>One another:</u> is used to refer to more than two (a group)

<u>Eg:</u> players hug one another when they score.

## Type of questions

We have two types of questions:

- <u>Reference question:</u> is a direct question.
- <u>Inference question:</u> is a indirect question, you have to read between the lines to find the answer.




# Summary of English language lessons

## Stress

**Definition:**

Stress is an extra force used when pronouncing a particular word or syllable.

- A prefix is not stressed
- A suffix in not stressed
- |ə| schwa is never stressed

a. A word of one syllable has stress on the first letter.

Eg: hot, teach, got, take.

b. A word of two syllables:
- A noun has stress on the *1st syllable*.

Eg: teacher, actor, English.

- An adjective has stress on the *1st syllable*.

Eg: happy, sunny, stupid.

- A adverb has stress on the *1st syllable*.

Eg: under, over, always, never, after.

- A verb has stress on the 2nd syllable.

Eg: correct, present.

c. Most word of three syllables words: nouns, verbs, adjectives, adverbs are stressed on 1st syllable.

Eg: difficult, consider, photograph.

But: remember, together, advisor.

- Nouns ending by "ion" are stressed on the syllable before the last.

Eg: addition, solution.

d. Words ending in "ic" are stressed on the 2nd syllable from the end.

Eg: graphic, sympathetic.

e. Word ending in " { *cy*, *thy*, *ty*, *phy*, *gy*, *ical*, *ence*, *ate*, *ent* } " are all stressed on the 3rd syllable from the end.

Eg: competence, identical, democracy.

f. Word with prefix " { *in*, *im*, *il*, *ir*, *un*, *dis*, *mis* } " are stressed on the root.

Eg: impossible, disagree, mislead, irregular, illegal.

g. Word with suffixes like: ee, eer, ese are stressed on the suffix itself.

Eg: trainee, engineer, Japanese.

h. Word with the following suffixes are stressed on the syllable before them.

| | | |
|---|---|---|
| - Ish | - Ive | - Ian |
| - Ity | - Ia | - Ient |
| - Aty | - Ial | - Ious |

Eg: university, society, expensive.

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## Phonetics

### The final “s”:

The final “s” is pronounced in different ways, according the “Sound” before:

- “s” is pronounced $|s|$ after: $|p; t; k; f; \theta|$
- “s” is pronounced $|iz|$ after: $|s; z; \int; t\int; D\zeta|$
- “s” is pronounced $|z|$ after:
  - Vowels: goes.
  - Nasals sounds: cleans.
  - Voiced sounds: drives.

### The final “ed”:

The final “ed” is pronounced in different ways, according the “Sound” before:

- “s” is pronounced $|t|$ after: $|p; k; f; \theta; \int; t\int; s|$
- “s” is pronounced $|id|$ after: $|t; d|$
- “s” is pronounced $|d|$ after:
  - Vowels: prayed.
  - Nasals sounds: cleaned.
  - Voiced sounds: traveled.

## Active & Passive Voice

### Use of Passive:

- Passive voice is used when the focus is on the action. It is not important or not known, however, who or what is performing the action.
- Sometimes a statement in passive is more polite than active voice

### Form of Passive:

Subject (the Object in active) + finite form of to be + Past Participle (3rd column of irregular verbs) + Object (the Subject in active).

When rewriting active sentences in passive voice, note the following:

- the object of the active sentence becomes the subject of the passive sentence
- the finite form of the verb is changed (*to be* + past participle)
- the subject of the active sentence becomes the object of the passive sentence (or is dropped)

### Examples:

Simple Present: Rita writes a letter.

- A letter is written by Rita.

Simple Past: Rita wrote a letter.

- A letter was written by Rita.

Present Perfect: Rita has written a letter.

- A letter has been written by Rita.

Future simple: Rita will write a letter.

- A letter will be written by Rita.

Modals: Rita can write a letter.

- A letter can be written by Rita.

Present Progressive (Continuous): Rita is writing a letter.

- A letter is being written by Rita.

Past Progressive (Continuous): Rita was writing a letter.

- A letter was being written by Rita.

Past Perfect: Rita had written a letter.

- A letter had been written by Rita.

Future perfect: Rita will have written a letter.

- A letter will have been written by Rita.

Conditional simple: Rita would write a letter.

- A letter would be written by Rita.

Conditional perfect: Rita would have written a letter.

- A letter would have been written by Rita.

## Pronouns

| | |
|---|---|
| - I | - Me |
| - She | - Her |
| - He | - His |
| - It | - It |
| - You | - You |
| - We | - Us |
| - They | - Them |

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# Summary of English language lessons

## Direct & reported speech

When we report we a statement, we use one of these main verbs: say, tell, announce, declare, order, ask, and wanted to know.

- Rule one:

When the main verb is in the present tense, the future or present perfect:

We can report without any change of tense.

Eg: Paul says: “I am trying to get a taxi.”

⟼ Paul says that he is trying to get taxi.

- Rule two:

When the main verb is in the past:

We have to change the tense of the verbs used in the statement.

Present simple: “I play football”.

To Simple Past: He said that he played football

Past simple: “I played football”.

To Past Perfect: He said that he had played football

Present Perfect: “I have played football”.

To Past Perfect: He said that he had played football

Present Continuous: “I am playing football”.

To Past Continuous: He said that he was playing football

Past Continuous: “I was playing football”.

To Past perfect continuous: He said that he had been playing football.

Past Perfect: “I had played football”.

To Past Perfect: He said that he had played football.

Present perfect continuous: “I have been playing football.”

To Past perfect continuous: He said that he had been playing football.

### Other changes:

Modals:

| Direct | Reported |
|---|---|
| - Will | - Would |
| - Can | - Could |
| - Must | - Had to |
| - May | - Might |
| - Should | - Should |
| - Ought to | - Ought to |

Time and place reference:

| Direct | Reported |
|---|---|
| - Now. | - Then. |
| - Today. | - That day. |
| - Tonight. | - That night. |
| - Here. | - There. |
| - This. | - That. |
| - These. | - Those. |
| - This week. | - That week. |
| - Tomorrow. | - The day after. |
| - Tomorrow. | - The next (following) day. |
| - Next week. | - The week after. |
| - Next week. | - The following week. |
| - Yesterday. | - The day before. |
| - Yesterday. | - The previous day. |
| - Last week. | - The week before. |
| - Last week. | - The previous week. |
| - 2 week ago. | - 2 week before. |

### Reporting question:

When we report a question we use: asked, questioned, wanted to know.

There is no question mark “?”

- “Wh” question:

“Wh” question are reported with the question word.

The verb has the form of normal statement.

Note: we do not use: do, does, did in the reported.

Eg: “Where are you going?”

⟼ I asked her where she was going.

# Summary of English language lessons

- Auxiliary question (Yes/No):

When we report an auxiliary question we use: If.

We omit (delete): do, does, did.

The verb has the form of normal statement.

Eg: "Do you like hamburgers?"

⟼ He asked me if I like hamburgers.

Reported other forms of speech:

Commands or request:

Subject + $\begin{cases} told + to + stem \\ ordered + to + stem \\ asked + to + stem \end{cases}$

Eg: "stop writing" ⟼ he told them to stop writing.

"Please wait" ⟼ I asked her to wait.

Advice: when we find in direct speech: $\begin{cases} should \\ ought\ to \\ had\ better \\ If\ I\ were \\ why\ don't\ you \end{cases}$

The reported: are: subject + advised + to + stem.

Eg: "I wouldn't buy that car if I were you."

⟼ I advised him not to buy that car.

Suggestion: when we find in direct speech: $\begin{cases} Let's \\ How\ about \\ What\ about \end{cases}$

The reported: are: subject + suggested + $\begin{cases} verb + ing \\ or \\ to + stem \end{cases}$

Eg: "Let's go to the theatre."

⟼ He suggested going to the theatre.

Agreement: subject + agreed + to + stem.

Eg: "Ok, I'll give you a lift."

⟼ He agreed to give me a lift.

Apologize: subject + apologized for + verb + ing (gerund).

Eg: "I am sorry for being late."

⟼ I apologized for being late.

Congratulation: subject + congratulated on + verb + ing.

Eg: "well done, you've passed your exam."

⟼ She congratulated her on passing her exam.

Denying: subject + denied + verb + ing.

Eg: Alice said: "No, I didn't take it! I was there."

⟼ Alice denied taking it.

Inviting: subject + invited + to + stem.

Eg: "would you like to come to the cinema, Jane?"

⟼ They invited Jane to come to the cinema.

Offering: subject + offered + to + stem.

Eg: "Shall I carry your case, Pam?"

⟼ He offered to carry Pam's case.

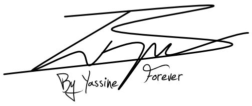
Promising: subject + promised + to + stem.

Eg: "I'll be at home by eight."

⟼ He promised to be at home by eight.

## Summary of commends statement

- Told + to + stem.
- Ordered + to + stem.
- Asked + to + stem.
- Advised + to + stem.
- Apologized for + verb + ing.
- Congratulated on + verb + ing.
- Denied + verb + ing.
- Suggested + verb + ing.
- Suggested + to + stem.
- Agreed + to + stem.
- Invited + to + stem.
- Offered + to + stem.
- Promised + to + stem.




# Summary of English language lessons

## How to ask a question

**"Wh" question:**

Wh + Auxiliary + Subject + Verb?

- If the auxiliary exist we don't change the tense of the verb.
- If the auxiliary doesn't exist we use the infinitive of the verb.

**Example:**

The lion eats the meats. (Subject, verb, object)

- What eats the meats? (subject) (we replace the subject by "Wh")
- What does the lion do? (verb)
- What does the lion eat? (Object)

**WH Question Words:**

- Who: subject person.

a) His mother prepares the lunch.
b) Who prepares the lunch?

- What: $\begin{cases} \text{Subject (thing / animal)} \\ Verb \\ Object\ \text{(thing / animal)} \end{cases}$

a) The lion eats the meats.
b) What does the lion eat?

- Whom: Object person.

a) She phoned to her friend.
b) Whom did she phone to?

- When: Time (Last, next, yesterday, tomorrow).

a) She will have an exam next week.
b) When will she have an exam?

- Where: Place.

a) She is leaving to Paris.
b) Where is she leaving?

- Why: Cause (reason).

a) They move to new house because the first one is too old.
b) Why do they move to new house?

- What … for: purpose, goal (to, in order to, so as to).

a) They are working hard to succeed
b) What are they working hard for?

- Whose: possession

Whose + noun + aux + subject + verb?

a) The pen is mine.
b) Whose pen is it?

- Which: choice

Which + noun + aux + subject + verb?

a) They took the blue Jacket.
b) Which jacket did they take?

- How: manner

a) She feels better now.
b) How does she feel now?

- How often: (Always, Usually, Often, Sometimes, Never).

a) He sometimes visits his friend.
b) How often does he visit his friend?

- How long: period of time (duration).

a) The exam lasted two hours.
b) How long did the exam last?

- How many: countable nouns (numbers).

a) Three pupils got a good mark.
b) How many pupils got a good mark?

a) They will visit four towns in the country.
b) How many towns will they visit?

- How much: uncountable nouns (quantity).

a) He put some sugar in the cup.
b) How much sugar did he put in the cup?